



INVESTMENTS IN EDUCATION DEVELOPMENT

Within the public discussion, the preliminary research under the form of inquiry was led to make preparations for survey of actors' needs in assessment framework, which will be subsequently carried out within the activity A4 of Competence III project.

Conclusions

The public discussion about the OECD recommendations concerning the area of monitoring and evaluation led to the important findings and a number of examples of good practice. Significant incentives for recommended changes and measures in the area of monitoring and evaluation in education in the Czech Republic were recorded during the discussion about the problems of assessment at different levels.

The interest in sharing experiences was different among the actors. It was a very welcomed opportunity for the pedagogical public to gain new ideas and share the experience.

The school principals and their representatives were interested in new information and they wanted to share their own experience in the area that concerns them personally.

The performance of teachers showed that these meetings were welcomed and in fact a unique opportunity to obtain new information, as well as to transmit their own experienced methods, to inform of the success, to praise their colleagues, as well as to express their concerns and worries.

The school organising bodies were considerably less interested.

Conclusion No. 1: The pedagogical public is missing the open expert discussion in the regions. Leading an open and constructive discussion was good experience for all participants.

The participants in the regional meetings, in particular school principals and teachers, appreciated the opportunity itself to comment on the issues, to hear about the experience and to draw inspiration from colleagues from other schools. It is closely related to the fact (explicitly mentioned by a number of participants), that principals and teachers do not have the opportunity to gather together more often and to discuss the methodical issues. Even though the situation differs in each region, sharing the experience and the methodological support of pedagogical public is generally missing. In this context, the advantages of the